



Faculty of Cognitive Sciences and Human Development

**STUDENTS' INTEREST IN LEARNING SCIENCE SUBJECT AND ITS
RELATIONSHIP WITH SELF-EFFICACY, SCHOOL, AND FAMILY CONTEXTS
IN BAU, SARAWAK**

Dorina Anak Lasah

**Master of Science
(Learning Sciences)
2018**

UNIVERSITI MALAYSIA SARAWAK

Grade: _____

Please tick one

Final Year Project Report ☐

Masters ☒

PhD ☐

DECLARATION OF ORIGINAL WORK

This declaration is made on the _____ day of JUNE year 2018.

Student's Declaration:

I, **DORINA ANAK LASAH** , 16030261, **FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT**, hereby declare that the work entitled, **STUDENTS' INTEREST IN LEARNING SCIENCE SUBJECT AND ITS RELATIONSHIP WITH SELF-EFFICACY, SCHOOL, AND FAMILY CONTEXTS IN BAU, SARAWAK** is my original work. I have not copied from any other students' work or from any other sources with the exception where due reference or acknowledgement is made explicitly in the text, nor has any part of the work been written for me by another person.

Date of submitted

Dorina Anak Lasah (16030261)

Supervisor's Declaration:

I, **NUR FATIHAH MAT YUSOFF** , hereby certify that the work entitled, **STUDENTS' INTEREST IN LEARNING SCIENCE SUBJECT AND ITS RELATIONSHIP WITH SELF-EFFICACY, SCHOOL, AND FAMILY CONTEXTS IN BAU, SARAWAK** was prepared by the aforementioned or above mentioned student, and was submitted to the "FACULTY" as a *partial/full fulfilment for the conferment of MASTER OF SCIENCE (LEARNING SCIENCES), and the aforementioned work, to the best of my knowledge, is the said student's work

Received for examination by: _____

Date: _____

(NUR FATIHAH MAT YUSOFF)

I declare this Project/Thesis is classified as (Please tick (√)):

- ☐ **CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)*
- ☐ **RESTRICTED** (Contains restricted information as specified by the organisation where research was done)*
- ☒ **OPEN ACCESS**

I declare this Project/Thesis is to be submitted to the Centre for Academic Information Services (CAIS) and uploaded into UNIMAS Institutional Repository (UNIMAS IR) (Please tick (√)):

- ☒ **YES**
- ☐ **NO**

Validation of Project/Thesis

I hereby duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic and research purposes only and not for other purposes.
- The Centre for Academic Information Services has the lawful right to digitize the content to be uploaded into Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis if required for use by other parties for academic purposes or by other Higher Learning Institutes.
- No dispute or any claim shall arise from the student himself / herself neither a third party on this Project/Thesis once it becomes the sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student himself/herself without first obtaining approval from UNIMAS.

Student's signature: _____ Supervisor's signature: _____
Date: _____ Date: _____

Current Address:

Faculty of Cognitive Sciences and Human Development
Universiti Malaysia Sarawak, 94300 Kota Samarahan, Sarawak

Notes: * If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the date of restriction indicated, and the reasons for the confidentiality and restriction.

**STUDENTS' INTEREST IN LEARNING SCIENCE SUBJECT AND ITS
RELATIONSHIP WITH SELF-EFFICACY, SCHOOL, AND FAMILY CONTEXTS
IN BAU, SARAWAK**

DORINA ANAK LASAH

A dissertation submitted
in partial fulfilment of the requirements for the degree of
Master of Science (Learning Sciences)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
2018

The dissertation entitled **Students' interest in learning Science subject and its relationship with self-efficacy, school, and family contexts in Bau, Sarawak** was prepared by Dorina Anak Lasah and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for the degree of Master of Science (Learning Sciences).

It is hereby confirmed that the student has done all the necessary
amendments for examination and acceptance.

(NUR FATIHAH MAT YUSOFF)

Date: _____

ACKNOWLEDGEMENTS

I would like to acknowledge my supervisor, Puan Nur Fatimah Mat Yusoff for her invaluable advice, guidance, and constructive comments throughout the preparation of this thesis. I have learned a lot from her, without her advice and guidance, I could not finish my research successfully.

I am indebted and grateful to all lecturers of Master of Science (Learning Sciences), UNIMAS for the knowledge and wonderful learning experience. Not to forget, my course mates who had helped me so much in my study and while doing this research; I sincerely thank them.

To both my parents Mr. Lasah and Mrs. Rosline who have stood by me and my family, thank you and love both of you so much. To my siblings and in-laws, thank you all for the unconditional support and constantly reminded me to not give up.

To my beloved husband, Halarry Nyambar, your steadfastness and unconditional support allow me to be what I am and can do. Your love surrounds and gives me strength. Thank you and love you so much. To my beloved son, Emmett Emmanuel Jaul who was initially mystified at her mother having to study and leave him during the weekends, I thank you for struggling with me. I love you, Emmett.

To all of you who have provided moral support and, whether directly or indirectly, lent a hand to the successful completion of this work, I thank you.

And most importantly, thank you God, for your unfailing presence and blessings to me and my family.

TABLE OF CONTENTS

| | |
|------------------------------|-------------------|
| LIST OF TABLES | Page vi |
| LIST OF FIGURES | viii |
| LIST OF ABBREVIATIONS | ix |
| LIST OF APPENDIXES | x |
| ABSTRACT | xi |
| ABSTRAK | xii |

CHAPTER 1: INTRODUCTION

| | | |
|-----|-------------------------------------|---|
| 1.0 | Introduction..... | 1 |
| 1.1 | Background of the Study..... | 1 |
| 1.2 | Statement of the Problem..... | 2 |
| 1.3 | Objectives of the Study..... | 3 |
| 1.4 | Research Framework..... | 4 |
| 1.5 | Research Hypotheses | 6 |
| 1.6 | The Significance of the Study | 6 |
| 1.7 | Definition of Terms..... | 7 |
| 1.8 | Limitation of the Study | 8 |
| 1.9 | Conclusion..... | 8 |

CHAPTER 2: LITERATURE REVIEW

| | | |
|-----|------------------------------------|----|
| 2.0 | Introduction..... | 9 |
| 2.1 | Science in Malaysia..... | 9 |
| 2.2 | Concepts of Interest..... | 12 |
| 2.3 | Theories Related to Interest | 13 |

| | | |
|-------|---|----|
| 2.4 | Factors Affecting Interest toward Science | 15 |
| 2.4.1 | Gender | 15 |
| 2.4.2 | Self-efficacy | 16 |
| 2.4.3 | School context | 17 |
| 2.4.4 | Family context | 18 |
| 2.5 | Summary | 19 |

CHAPTER 3: METHODOLOGY

| | | |
|-------|---|----|
| 3.0 | Introduction..... | 20 |
| 3.1 | The Research Design..... | 20 |
| 3.2 | Population and Sample..... | 21 |
| 3.3 | The Research Instrument..... | 22 |
| 3.3.1 | Section A: Demographic Characteristics..... | 23 |
| 3.3.2 | Section B: General interest in science | 23 |
| 3.3.3 | Predictor Variables for the General Interest in Science | 25 |
| 3.4 | Pilot Test | 27 |
| 3.5 | Validity and Reliability of the Instrument | 27 |
| 3.6 | Ethics of the Study | 29 |
| 3.7 | Procedure for Data Collection..... | 29 |
| 3.8 | Procedure for Data Analysis | 29 |
| 3.8.1 | Descriptive Statistics | 30 |
| 3.8.2 | Inferential Statistics | 30 |
| 3.9 | Summary | 34 |

CHAPTER 4: FINDINGS AND DISCUSSION

| | | |
|--------|---|----|
| 4.0 | Introduction..... | 35 |
| 4.1 | Demographic Characteristics | 36 |
| 4.1.1 | General Interest in Science | 38 |
| 4.1.2 | Self-efficacy in science in school | 39 |
| 4.1.3 | The utility of school science for everyday life | 40 |
| 4.1.4 | Teaching Methods (Inquiry Process)..... | 41 |
| 4.1.5 | Teaching Methods (Preferences)..... | 42 |
| 4.1.6 | Predisposition and intention to act | 42 |
| 4.1.7 | Order of preference for science in school..... | 43 |
| 4.1.8 | Perceived order of importance of science in school | 44 |
| 4.1.9 | School efforts to promote science | 45 |
| 4.1.10 | The frequency of family participation in science cultural practices..... | 46 |
| 4.2 | Hypothesis Testing..... | 47 |
| 4.2.1 | General interest in learning science based on gender..... | 47 |
| 4.2.2 | General interest in learning science based on schools..... | 49 |
| 4.2.3 | Determining the contribution of various factors towards Students' interest in learning Science..... | 51 |
| 4.3 | Summary | 54 |

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

| | | |
|-----|-------------------|----|
| 5.0 | Introduction..... | 58 |
| 5.1 | Summary | 58 |

| | | |
|------------------------|---|-----------|
| 5.2 | Conclusion..... | 59 |
| 5.3 | Recommendation..... | 60 |
| 5.3.1 | Replication of study..... | 61 |
| 5.3.2 | Research on other factors such as peer influences and attitude..... | 61 |
| REFERENCES..... | | 62 |
| APPENDIX..... | | 68 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1.1 Definition of terms | 7 |
| 2.1 Science Curriculum for Lower Secondary in Malaysia | 10 |
| 2.2 The percentage of science students to non-science students in Malaysia | 11 |
| 3.1 Distribution of population and sample size of the study | 22 |
| 3.2 The outline of research instrument | 22 |
| 3.3 Code system for demographic characteristics | 23 |
| 3.4 Six-Points Likert Scale | 23 |
| 3.5 Interpretation of scores for general interest in science | 24 |
| 3.6 Interpretation of scores for utility of science for everyday life | 25 |
| 3.7 Interpretation of scores for teaching method (Inquiry Process) | 26 |
| 3.8 Interpretation of scores for teaching method (Preferences) | 26 |
| 3.9 Interpretation of scores for predisposition and intention to act | 26 |
| 3.10 Interpretation of scores for predisposition and intention to act | 26 |
| 3.11 Interpretation of score for order of preference for Science with respect to other school subjects | 26 |
| 3.12 Interpretation of score for perceived order of importance of Science in school with respect to other school subjects | 27 |
| 3.13 Interpretation of score for school efforts to promote Science | 27 |
| 3.14 Interpretation of score for frequency of family participation in science cultural practices | 27 |
| 3.15 Reliability of questionnaire in the pilot study | 28 |
| 3.16 Summary of sample collected | 29 |
| 3.17 Summary of statistical methods used for analysis of data | 30 |
| 3.18 Summary for normality test results | 31 |
| 3.19 Interpreting the size of a correlation Coefficients | 33 |
| 4.1 Summary of data collected for the study | 35 |
| 4.2 Summary of demographic characteristics according to schools in Bau, Sarawak | 36 |
| 4.3 Distribution of respondents by score on general interest in learning science | 38 |
| 4.4 Distribution of respondents by score on self-efficacy in science in school | 39 |
| 4.5 Distribution of respondents by score on utility of science for everyday life | 40 |

| Table | | Page |
|-------|---|------|
| 4.6 | Distribution of respondents by score on teaching method using inquiry process | 41 |
| 4.7 | Distribution of respondents by score on teaching method based on student preferences | 42 |
| 4.8 | Distribution of respondents by score on predisposition and intention to act | 43 |
| 4.9 | Distribution of respondents by score on order of preference for science with respect to other school subjects | 44 |
| 4.10 | Distribution of respondents by score on order of importance for science with respect to other school subjects | 45 |
| 4.11 | Distribution of respondents by score on school efforts to promote science | 45 |
| 4.12 | Distribution of respondents by score on frequency of family participation in science cultural practices | 46 |
| 4.13 | Distribution of the general interest in learning science based on gender | 47 |
| 4.14 | <i>The result of T-test to compare means of general interest in learning science based on gender</i> | 48 |
| 4.15 | <i>Means and Standard Deviations of Standardized Test Scores</i> | 49 |
| 4.16 | <i>The result of ANOVA to compare means of general interest in learning science among the male students in the three schools</i> | 50 |
| 4.17 | <i>Tukey Post Hoc Results on students' general interest in learning science by schools</i> | 50 |
| 4.18 | <i>Correlations between General Interest in Science with other Variables</i> | 52 |
| 4.19 | <i>Results of Multiple Linear Regression Analysis on Factors That Influence the Students' Interest in Learning Science in Bau, Sarawak using the STEPWISE Procedure</i> | 54 |
| 4.20 | <i>Summary of Results of the Hypothesis Tests</i> | 57 |

LIST OF FIGURES

| Figure | | Page |
|--------|---|------|
| 1.1 | The percentage of science students to non-science students in Malaysia. Adapted from Halimanton (2016). | 2 |
| 1.2 | Research Framework for the study | 5 |
| 2.1 | Triadic Reciprocal Causation Model (Bandura, 1978) | 13 |
| 2.2 | Theoretical Framework of Social Cognitive Career Theory Modified by Carrico & Tendhar (2012) | 15 |
| 4.1 | Demographic characteristic of the sample in Bau Sarawak based on gender. | 37 |
| 4.2 | Demographic characteristic of the sample in Bau, Sarawak based on ethnicity | 37 |
| 4.3 | Summary of percentages for descriptive statistics (I) | 55 |
| 4.4 | Summary of percentages for descriptive statistics (II) | 56 |
| 4.5 | Summary of percentages for descriptive statistics (III) | 57 |

LIST OF ABBREVIATIONS

| | |
|----------------|---|
| ANOVA | Analysis of variance (univariate) |
| B | Beta |
| <i>df</i> | Degree of freedom |
| F | Fisher's F ratio |
| M | Mean |
| MOE | Ministry of Education |
| MS | Mean square |
| N | Total number in a sample |
| p | Probability |
| R | Multiple correlation |
| R ² | Multiple correlation squared |
| SD | Standard deviation |
| SE | Standard Error |
| SS | Sum of squares |
| STEM | Science, Technology, Engineering, and Mathematics |
| t | Computed value of t-test |

LIST OF APPENDICES

| | |
|------------|--|
| Appendix A | Questionnaire |
| Appendix B | Letter of approval for study from the Educational Planning and Research Division, Ministry of Education Malaysia |

ABSTRACT

STUDENTS' INTEREST IN LEARNING SCIENCE SUBJECT AND ITS RELATIONSHIP WITH SELF-EFFICACY, SCHOOL, AND FAMILY CONTEXTS IN BAU, SARAWAK

The enrolment of science stream students in the secondary schools across Malaysia has seen significant declines over the years. Students' interest is believed to be one of the major contributions to the issues. The main objective of this study is to determine the students' interest in learning Science subject and its relationship with self-efficacy, school, and family contexts by analysing the data of Form 2 students ($n=1038$) from three secondary schools in Bau, Sarawak. This study has three specific objectives: (1) to determine the difference in students' interest in learning science subject based on gender; (2) to determine the difference in students' interest in learning science subject based on schools; and (3) to determine the significant factors such as self-efficacy, school context, family context in predicting students' interest in learning science subject. This study uses quantitative and surveys research design. The instrument used in this study is questionnaire which adapted from Hasni & Potvin (2015). The sample is chosen using stratified sampling method and the sample size is determined by Green (1991). The result shows that the students in Bau, Sarawak have the high level of general interest in science. There is a significant difference in students' general interest in learning science based on gender, $t(278) = -3.991$, $p < .001$. The female students have higher general interest in science compared to male students. This is due to the science syllabus in Form 1 and Form 2 are more focusing on themes that related to life science and less physical science. The result also shows that there is a significant difference in students' general interest in learning science based on schools, $F(2,275) = 24.214$, $p < .001$. Schools that actively organising and support students' learning activities can indirectly influence students' interest in learning. Five out of nine predictor variables (teaching method using inquiry process, utility of school science, predisposition and intention to act, teaching method based on student's preferences and self-efficacy in science) in this study are statistically significant at F-value of 57.338, $p < .001$ and $R^2 = .513$. This study found out that teaching method using inquiry process is the most dominant factor that affecting students' general interest in learning science in Bau, Sarawak. However, in this study, the family context does not one of the factors that contributed to students' general interest in science. Thus, the researcher suggests that these five factors should consider in order to increase the students' general interest in Bau, Sarawak.

Keywords: students' interest in learning science, self-efficacy, school context, family context

ABSTRAK

MINAT PELAJAR TERHADAP SUBJEK SAINS DAN HUBUNGANNYA DENGAN KEBERKESANAN DIRI, SEKOLAH DAN KONTEKS KELUARGA DI BAU, SARAWAK

Kemasukan pelajar ke aliran sains di sekolah menengah di seluruh Malaysia telah menampakkan kemerosotan yang ketara sejak beberapa dekad yang lalu. Minat pelajar dalam subjek Sains dipercayai merupakan salah satu penyumbang besar kepada isu tersebut. Objektif utama kajian ini adalah untuk menentukan minat pelajar dalam pembelajaran subjek Sains dan hubungannya dengan keberkesanan diri, sekolah, dan keluarga dengan menganalisis data pelajar Tingkatan 2 ($n = 1038$) dari tiga buah sekolah menengah di Bau, Sarawak. Kajian ini mempunyai tiga objektif khusus: (1) untuk menentukan perbezaan minat pelajar dalam pembelajaran mata pelajaran sains berdasarkan jantina; (2) untuk menentukan perbezaan minat pelajar dalam mempelajari subjek sains berdasarkan sekolah; dan (3) untuk menentukan faktor-faktor penting seperti keberkesanan diri, konteks sekolah, konteks keluarga dalam meramalkan minat pelajar dalam pembelajaran subjek sains. Kajian ini menggunakan reka bentuk penyelidikan kuantitatif tinjauan. Instrumen yang digunakan dalam kajian ini adalah soal selidik yang diubahsuai daripada Hasni & Potvin (2015). Sampel dipilih dengan menggunakan kaedah pensampelan berstrata dan saiz sampel ditentukan oleh (Green, 1991). Untuk mencari jawapan bagi objektif-objektif khusus di atas, data dianalisis dengan menggunakan sampel bebas T-ujian, One-way ANOVA, dan regresi berganda. Hasil dapatan menunjukkan bahawa pelajar-pelajar di Bau, Sarawak mempunyai tahap kepentingan umum dalam sains yang tinggi. Terdapat perbezaan yang signifikan dalam minat pelajar terhadap pembelajaran sains berdasarkan jantina, $t(278) = -3.991$, $p < .001$. Pelajar perempuan mempunyai minat yang lebih tinggi dalam sains berbanding pelajar lelaki. Ini disebabkan sukatan pelajaran sains dalam Tingkatan 1 dan Tingkatan 2 lebih memberi tumpuan kepada tema yang berkaitan dengan sains hayat dan kurang menumpukan kepada sains fizikal. Hasil dapatan dalam kajian juga menunjukkan terdapat perbezaan yang signifikan dalam minat pelajar terhadap pembelajaran sains berdasarkan sekolah, $F(2,275) = 24.214$, $p < .001$. Sekolah yang aktif menganjurkan dan menyokong aktiviti pembelajaran pelajar secara tidak langsung mempengaruhi minat pelajar dalam pembelajaran sains. Lima daripada sembilan pembolehubah ramalan (kaedah mengajar menggunakan proses siasatan, utiliti sains sekolah, kecenderungan dan niat untuk bertindak, kaedah pengajaran berdasarkan keutamaan pelajar dan keberkesanan diri dalam sains) dalam kajian ini menunjukkan keputusan yang signifikan secara statistik pada nilai $F=57.338$, $p < .001$ dan $R^2 = .513$. Kajian ini mendapati bahawa kaedah pengajaran yang menggunakan proses siasatan adalah faktor paling dominan yang mempengaruhi minat pelajar terhadap pembelajaran sains di Bau, Sarawak. Walau bagaimanapun, dalam kajian ini, konteks keluarga bukan salah satu faktor yang menyumbang kepada kepentingan minat umum pelajar dalam sains. Oleh itu, penyelidik mencadangkan bahawa lima faktor ini harus dipertimbangkan untuk meningkatkan minat umum pelajar di Bau, Sarawak.

Kata kunci: minat pelajar dalam pembelajaran sains, keberkesanan diri, konteks sekolah, konteks keluarga

CHAPTER ONE INTRODUCTION

1.0 Introduction

This chapter provides an overview of the study and consists of the background of the study, statement of the problems, objectives of the study, research framework, the significance of the study, limitations of the study, definition of terms and conclusion.

1.1 Background of the Study

In an effort towards a developed nation, Malaysia needs to fulfil the requirement for the field of work involving Science, Technology, Engineering, and Mathematics (STEM) much higher compared to other fields. Lack of talents and insufficient human resources in STEM might have the negative consequence on the Malaysia effort to expand more on technological innovations and become a high-income country.

Halimanton (2016) reported that Malaysia need to fill the gaps along the entire STEM talent chain to meet the requirements of 2020 and a strategic framework is essential to guide human capital development in science and technology sectors. Therefore, the Ministry of Education (MOE) plays an important role in preparing competitive students in terms of intelligence and skills in facing the 21st-century challenges.

MOE also provides a solid foundation by introducing science subjects starting from early primary school to upper secondary school to ensure Malaysia can provide sufficient skilled STEM human capital in driving the country's economic development (Malaysia Education Blueprint, 2013).

1.2 Statement of the Problem

Despite the importance of science subjects in developing Malaysia to be of equal and compete with other developing countries, the percentage of science stream students in the secondary schools across the country has seen significant declines over the years.

The growing gap between the science stream students offered by the schools and the social demand in this regard showing a growing need for the scientific and technical expertise, while the number of students attracted to it is declining.

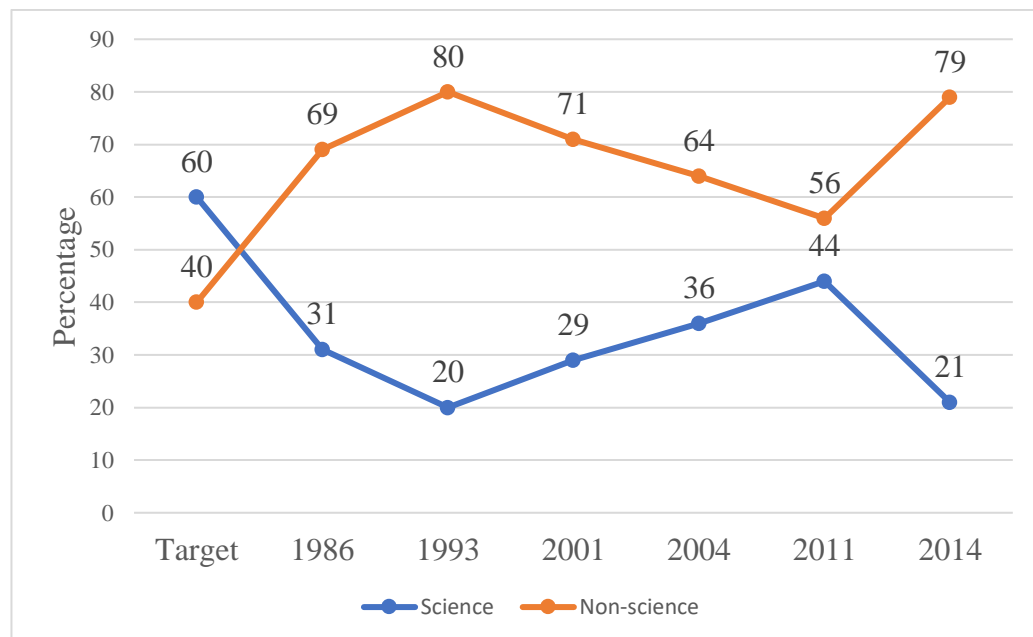


Figure 1.1 The percentage of science students to non-science students in Malaysia. Adapted from Halimanton (2016).

To answer the issue above, many studies have been conducted and observed in many countries such as England, Germany, United States, Canada and also in France (Hasni & Potvin, 2015). From the findings, the researchers strongly address that the main contribution to this issue is the students' interest in science subjects and they also recommended that several aspects such as cultural and educational milieu should be included since the interest in learning science subjects seem to depend on these two contexts (Ainley & Ainley, 2011; Hasni & Potvin, 2015; Krapp & Prenzel, 2011).

In Malaysia, most of the previous studies focused on one or two factors that may contribute to declining number of science enrolment in Malaysia such as the studies on teaching methods, students' perception in science, teachers' pedagogical content knowledge in Science (Phang, Abu, Ali, & Salleh, 2014).

Therefore, this study attempts to answer the general research questions as below:

- i) What is the level of students' general interest (GI) in Science subject?
- ii) What are the factors that influence their GI in Science subject?

1.3 Objectives of the Study

The main objective of this study is to determine the level of GI in learning Science subject among Form 2 students in the secondary schools in Bau District, Sarawak and the factors that influence it. Specifically, the objectives of the study are as follows:

- i) to describe the selected demographic characteristics of the respondents.
- ii) to describe the level of students 'general interest in Science subject in Bau, Sarawak.

- iii) to describe the level of factors that influence students' general interest in Science subject in Bau, Sarawak.
- iv) to determine the difference in students' in general interest Science based on gender in Bau, Sarawak.
- v) to determine the difference in students' general interest in Science based on schools in Bau, Sarawak.
- vi) to determine the significant factors in predicting students' general interest in Science subject in Bau, Sarawak.

1.4 Research Framework

The research framework of the study is designed to show the relationships among the variables as illustrated in figure 1.1. The dependent variable in this research framework is students' general interest in Science while the independent variables are self-efficacy, school, and family contexts. The study also will investigate the influence of gender and ethnicity on students' interest in learning Science subject.

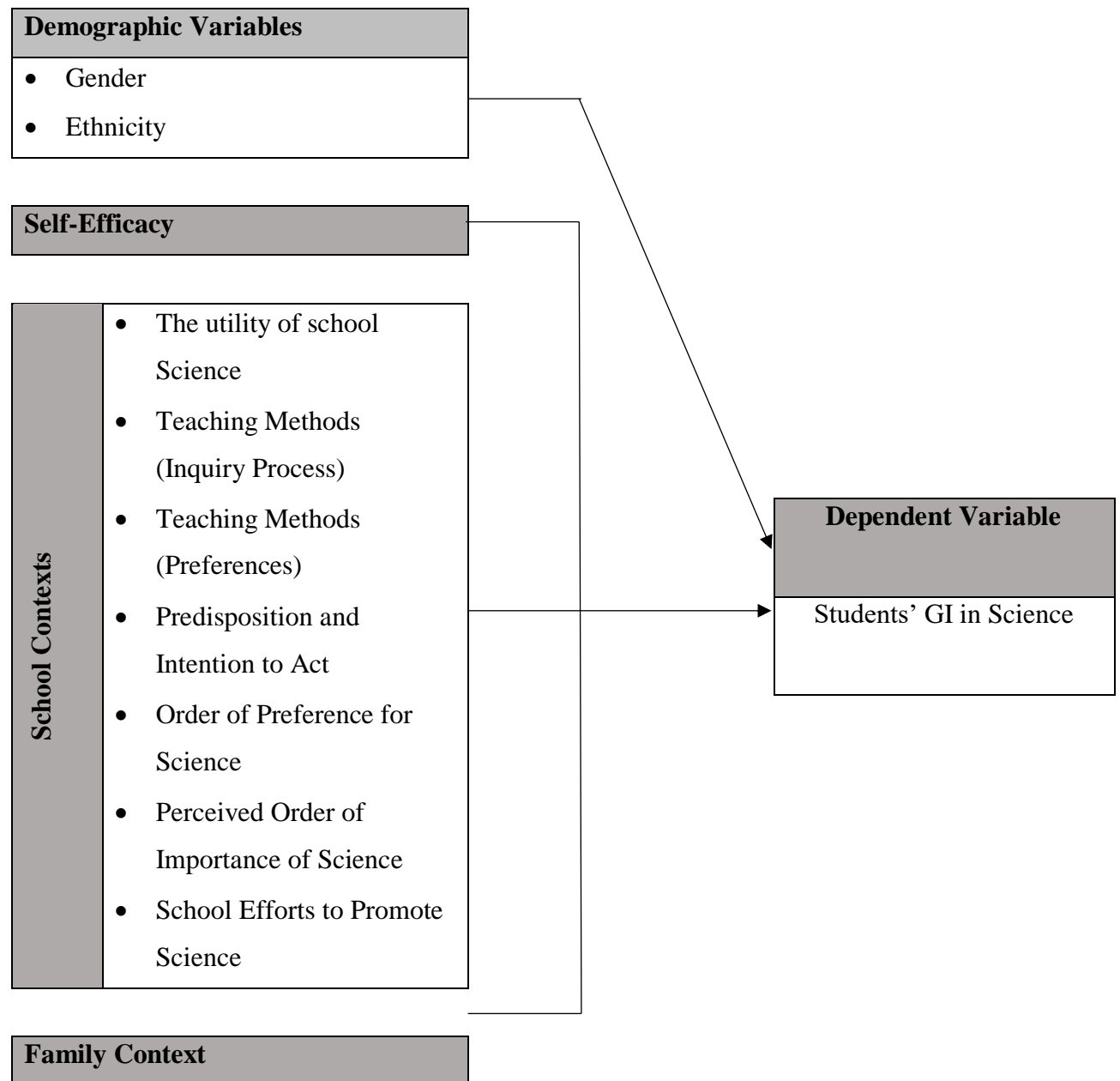


Figure 1.2 Research Framework for the Study

1.5 Research Hypotheses

In relation to the objectives of this study and based on the research framework, the following hypotheses are formulated:

H₀₁ : There is no significant difference in students' general interest in Science based on gender.

H₀₂ : There is no significant difference in students' general interest in Science based on schools.

H₀₃ : None of the nine independent variables has a significant influence on the students' general interest in science.

1.6 The Significance of the Study

The findings of the study are beneficial to the science teacher, students, parents, and policymakers.

1.6.1 Knowledge

The study may enrich the literature in this research areas of interest in learning science subject. The findings of the study could help in enlightening the factors that may influence students' interest in learning science subject.

1.6.2 Practice

The result of the study could empower educators, curriculum developers, and teachers plan strategies and approaches in developing the interest in learning science

which could correspondingly enable them to achieve higher achievement in the science subjects. In the light of the study, it is hoped that the relevant parties of the society will aware of the issue of other factors attributes on students' interest in learning science subjects.

1.6.3 Methodology and Instrument

The study contributes to the research methodology where the methods and instruments used in conducting this research can be replicated by other researchers to conduct their studies.

1.6.4 Policy

Through the study, it is hoped that the policy-makers will consider the suggestions that will be found in this study and coming out with the guideline to overcome the issue the low enrolment of science stream students among Malaysia's secondary schools.

1.7 Definition of Terms

This section attempts to define operationally several terms that will be used throughout this study.

Table 1.1
Definition of terms

| Terms | Operational Definition |
|----------------------------|--|
| Students' general interest | Form 2 students' general interest in learning science subject in Bau, Sarawak. |
| Self-efficacy | The way Form 2 students in Bau, Sarawak feel, think, and motivate themselves in learning science subject. |
| School context | The schools' efforts and values in promoting science subject to the Form 2 students in Bau, Sarawak. |
| Family context | The students' family efforts and values in encouraging the Form 2 students to learn science subject in Bau, Sarawak. |